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ABSTRACT

This booklet, containing 20 lessons that address social skills, is designed for use by teachers and counselors working with female troubled youth. Each lesson plan provides a goal, a list of materials and detailed directions on how to implement the lesson. Several handouts that accompany the lessons are included. Lesson goals include: introducing the idea that growing up female may present some unique challenges; providing information on avoiding and managing sexual abuse; providing information on coping with incest; assisting students in reconsidering the premise that "a girl is nothing without a guy;" helping students to objectively appraise the realities of teen parenting; discussing the dangers of sexually transmitted diseases; assisting students in appraising the realities of high risk behaviors; assisting students in anticipating and avoiding physical, verbal or sexual abuse/harassment; helping students to form a plan to get help if they ever need it; assisting students to best ensure their own physical safety; helping students to debunk negative and limiting female stereotypes; aiding students in the consideration of sexual abstinence; assisting students in the identification and management of domestic violence and helping students to develop career and life goals. (MKA)

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Breakthrough Strategies to

TEACH and COUNSEL

Troubled Youth

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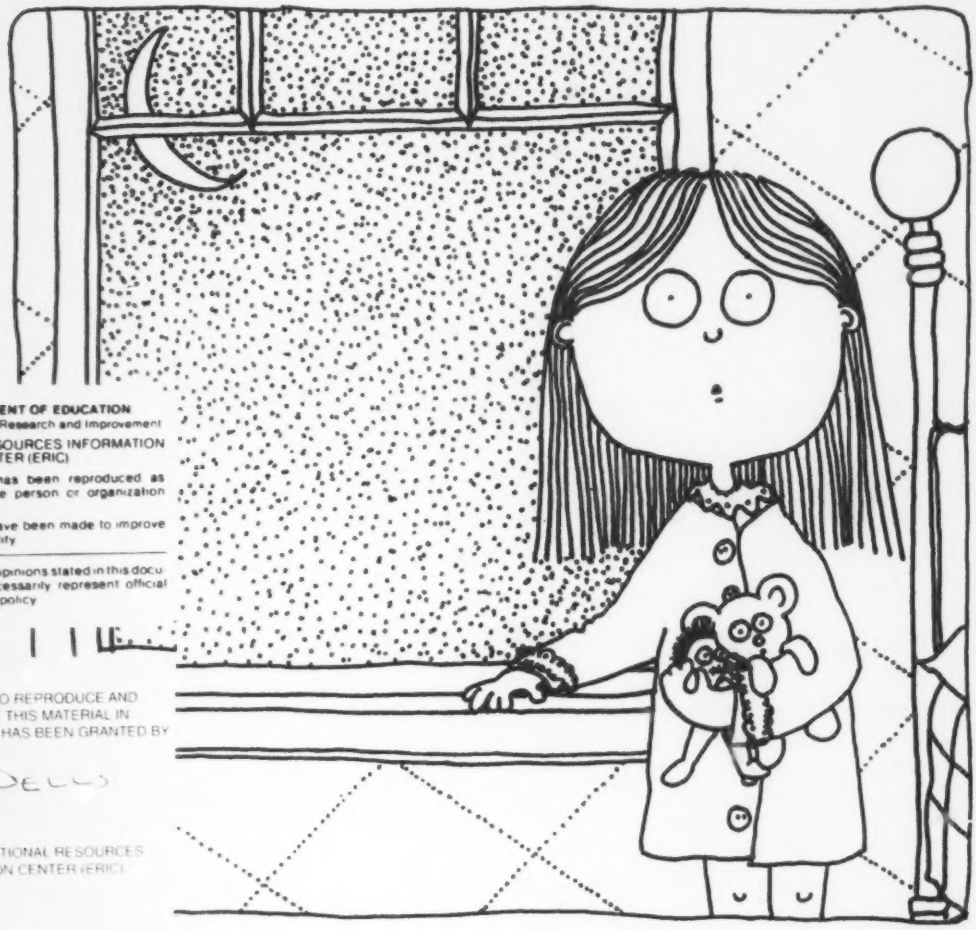

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What Every Girl Needs to Know About the Real World

Ruth Herman Wells, M.S.
Illustrated by Daniel C. Wells

Social Skills

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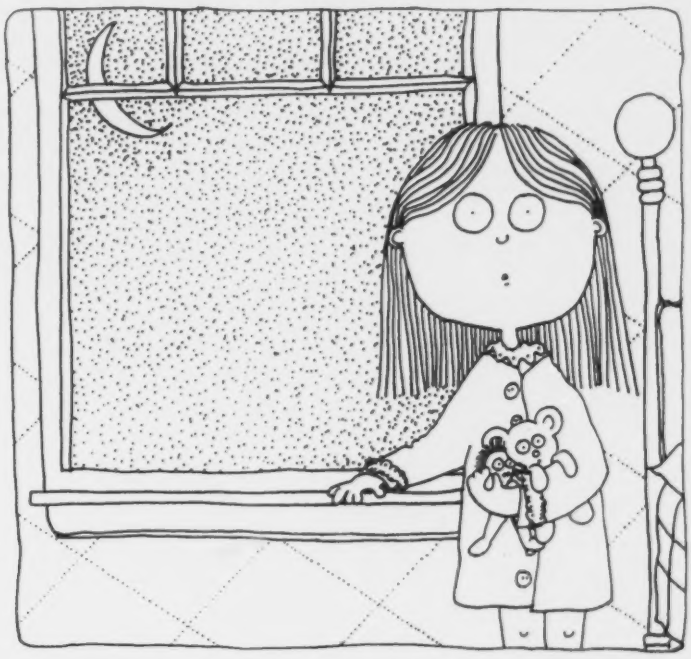

What Every Girl Needs to Know About the Real World

Ruth Herman Wells, M.S.
Illustrated by Daniel C. Wells

Social Skills

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Author's Note:

A book like this is long overdue. For just about forever, many of us who teach and counsel girls have pretty much "lumped" the girls together with the boys. I call this uni-sex teaching or counseling. What both girls and boys may really need instead are "gender-proficient" interventions that attend to each gender's special issues. Girls face important, special issues distinct from the dominant concerns of young men— issues like pregnancy, rape, sexual abuse, sexual harassment, and questions of value and worth that boys may not face at all, as often, or in the same way.

This book is intended to be a gift and a wish for every girl who is out there, not yet grown. It is a wish that every girl could grow and flower without encountering the very real harm and danger of our present world. It is a gift to every mother who ever hoped that her daughter could somehow be spared the pain and regrets of her mother. It is a wish for every daughter that she will not also live through the special agonies that too many of us women have so thoroughly come to know.

This book teaches all the things that every woman wishes her mom had told her early on. It tackles the hardest subjects of rape, incest and sexual abuse, and even some of the everyday ones like personal safety and assertiveness. It's a book that ideally would not need to be written. It is sad that girls must be so carefully taught just to best ensure their safety. It amazes me that incest and sexual abuse are still not recognized as the frightening epidemic they've become. For me, it is my deepest shame as a member of this society. It amazes me that as our century is closing, so many of the special issues of women and girls are so thoroughly and completely ignored, denied or misunderstood. To have so many girls victimized by sexual abuse, incest and rape— and then deny it— must be the ultimate victimization a society can render. I hope that this book will somehow make a small difference.

For the youth professional, this book is meant to be used only after securing all appropriate parental and administrative approvals. All lessons and handouts are meant to be adapted to fit your community and site as necessary.

This book is dedicated to my 7 year old daughter Meagan, who would wear her bathing suit everywhere if I let her. She has shown me innocence and wonder that I never knew existed.

This book is dedicated to the estimated 1 in 3 girls who have been sexually abused— and to all the girls who have told me about their sexual abuse. They have shown me the unending pain and suffering that so many people find so unimaginable that they dismiss it as unbelievable.

This book is dedicated to two people who are working to change our country to become a more hospitable environment for troubled girls: a man in Oregon named Allen Hunt of the Rosemont School for Girls, and a women in Florida named Vicki Burke, founder of the PACE Program for Girls.

A portion of the proceeds from the sales of this book will be donated to the efforts of advocates like Vicki and Allen. Today, throughout the U.S., troubled girls wait longer than their male peers to receive help, and the aid they do receive is often less intensive and of shorter duration than the assistance provided boys. Troubled girls often find nowhere to turn for help. Girls' advocates like Vicki and Allen are working to obtain equal access to help for troubled girls so that fewer girls will flee violence, sexual abuse or incest only to discover that they have simply exchanged the terror at home for the terror of the streets. Perhaps their efforts will also mean that more girls will be believed when they speak of incest, rape and sexual abuse. Perhaps their efforts will mean that fewer girls will continue the generational legacy of sexual abuse that has become the special burden of this gender.

RHW

Lesson 1

What Today's Girl Needs to Know By Tomorrow

Goal: To introduce students to the idea that growing up female may present some unique challenges, and to motivate the class members to accept training on "girls' issues".

Materials: Chalkboard, chalk.

1. ▲ **Ask** the students to discuss if growing up as a girl is any different than growing up as a boy. **Ask** the students to provide examples of unique issues that girls often face but that boys do not have to cope with at all, or do not encounter as frequently, or to the same extent. **Elicit** answers such as pregnancy, negative gender stereotypes, and sexual assault, and **list** the students responses on the board. **Assist** the class to conclude that girls do have unique, special issues that they must prepare to successfully manage.

2. ▲ **Ask** the students to identify the possible consequences of not learning how to avoid and manage the special issues listed on the board. **Elicit** responses such as "I might go to an unsafe place and get attacked" or "I could have trouble knowing what to do about being touched in bad ways." **Assist** the class to determine that learning how to avoid and manage girls' special issues can make a tremendous difference in their lives. **Identify** to the class that they are being offered this training now.

3. ▲ **Ask** the students to discuss if they are willing to invest hours worth of time learning "everything they need to know" about being a safe, successful, prepared young woman in exchange for a lifetime of relative safety, peace of mind and readiness. If some students seem resistant to accepting this training, **ask** the class to determine how much time might need to be invested to recover from being unprepared to avoid or manage each of the special girls' issues listed on the board. **Assist** the students to determine that they could invest far more time coping with the consequences of not knowing versus the amount of time required to pro-actively avoid or address these issues.

4. ▲ **Review the major points of this lesson:**

- **Girls may face special issues in life that boys may not encounter at all, or as frequently. These issues include pregnancy, negative gender stereotypes, and sexual assault.**
- **By learning how to avoid and manage girls' special issues, a girl may be able to greatly improve the quality of her life.**
- **By investing just hours worth of time to learn "everything she needs to know" about being a safe, successful, prepared young woman, a girl may be able to have a lifetime of relative safety, peace of mind and readiness.**

You Probably Can't Even Name the #1 Girls' Problem

Goal: To provide students with essential information to avoid or manage sexual abuse.

Materials: Chalkboard, chalk, pens, one copy for each student of "The Sexual Abuse IQ Test: What Do You Know About the #1 Girls' Problem?"

1. ▲ **Inform** the students that they will be talking about some important, sometimes hard-to-talk-about girls' problems. **Ask** the students to name the problem that they believe is the most frequently occurring major issue facing girls. **Identify** to the class that the most frequently occurring major problem facing girls may be sexual abuse and incest. **Define** these terms as follows, or **substitute** a definition developed by the class or instructor: *"Sexual abuse" happens when an adult or much older youth involves you in any of the following activities: the forced or required touching of your or another person's private parts; seeing the private parts of an adult or much older youth of the opposite gender; hearing extensive "dirty" comments or descriptions of body parts or sexual activity; seeing movies or pictures that show private parts. "Incest" is a type of sexual abuse that happens when a person in your family sexually abuses you. The term can also include sexual abuse by people who aren't technically family members, but are powerful in the family, such as mom's boyfriend or a baby sitter.*

2. ▲ **Ask** the students to identify how they feel about discussing sexual abuse, and **allow** the class members to express any feelings they wish. **Explain** to the students that although the subject matter may be difficult, sexual abuse and incest are rampant and that knowing about these issues may reduce the likelihood of victimization and/or provide help to cope with victimization. **Ask** the class to guess what percentage of girls may have to cope with sexual abuse and incest. **Identify** "33%" as the correct response. **Discuss** with the class what is meant by "33%" by **dividing** the students up to show what that percentage looks like. **Inform** the class that this is the most widely accepted guess based on studies.

3. ▲ **Ask** the students to identify another major contemporary hazard that will impact at least 1 in 3 girls. When the students can not name another comparable hazard, **ask** the class to consider if sexual abuse could be the #1 girls' problem. **Inform** the class that until girls learn about sexual abuse, they may have difficulty best preventing or managing it. **Ask** the students to determine what they know about the #1 girls' problem. **Distribute** the pens and the copies of "The Sexual Abuse IQ Test: What Do You Know About the #1 Girls' Problem?" to the students, and **ask** them to mark each item as True or False. **Discuss** the completed tests. The answers, and comments to share with the class, are shown below:

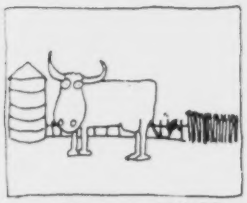
Item 1: False. There are no safe havens.
Item 2: True. Incest and sexual abuse spare no ethnic group or income level.
Item 3: False. Incest can happen in any family.
Item 4: False. The greater danger is from a person within or near the family.
Item 5: False. Violence is seldom needed. The victimizer is already an authority.
Item 6: False. Sexual abuse is never ever a child or youth's fault, no matter what.
Item 7: False. Kids often tell no one.
Item 8: True. Adults can listen and help.
Item 9: False. It is rare that kids make up stories of incest.
Item 10: False. Incest can happen without others in the home knowing.
Item 11: False. Victims usually hate what is done to them.
Item 12: True. Stranger danger is not the biggest threat.

4. ▲ **Review the major points of this lesson:**

- **The most frequently occurring major problem facing girls may be sexual abuse, affecting about 1 in 3 girls.**
- **Learning about sexual abuse may prepare you to avoid or manage this issue.**
- **The truth about sexual abuse is that it can happen anywhere, to people rich and poor, black or white, even in "upstanding" families. It's never the child's fault, but children usually need adult help to cope. Most sexual abuse is done by people close to or part of the family.**

The Sexual Abuse IQ Test
What Do You Know About the #1 Girls' Problem?

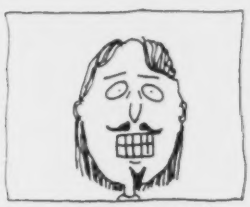
Yes, this is probably the #1 test you don't want to take, but because sexual abuse is the #1 problem so many girls face, a test like this becomes pretty necessary. A lot of us don't like to talk about sexual abuse, so you may or may not know very much about the one problem that affects more girls than any other major contemporary hazard you can name. Don't think you'll need to know about this? How are you going to effectively avoid or manage what you don't know about?



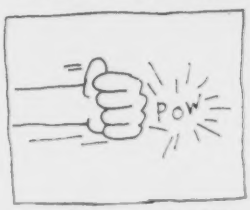
1. ❑ TRUE ❑ FALSE
Incest and sexual abuse only happen in the country.

2. ❑ TRUE ❑ FALSE
Incest and sexual abuse happen in all ethnic groups, and to rich and poor people.

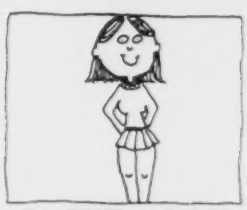
3. ❑ TRUE ❑ FALSE
Incest and sexual abuse don't happen in civic-minded, nice, or religious families.



4. ❑ TRUE ❑ FALSE
Incest is uncommon. Most sexual abuse is done by strangers.



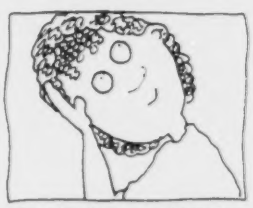
5. ❑ TRUE ❑ FALSE
Violence is usually involved in incest.



6. ❑ TRUE ❑ FALSE
Sometimes sexual abuse is the child's fault.

7. ❑ TRUE ❑ FALSE
Kids usually tell someone about incest.

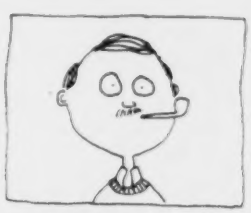
8. ❑ TRUE ❑ FALSE
Incest and sexual abuse are big problems that kids usually need adult help with.



9. ❑ TRUE ❑ FALSE
Incest is usually not real, just made-up fantasy.

10. ❑ TRUE ❑ FALSE
If incest was happening in your house, you'd know about it.

11. ❑ TRUE ❑ FALSE
Victims don't really mind sexual abuse.



12. ❑ TRUE ❑ FALSE
Dads and step-dads-- whether doctors, plumbers or unemployed-- are the people who most often commit incest.

Rate Your Sexual Abuse IQ:
11-12 Answers Right: WELL-PREPARED to avoid or manage sexual abuse
8-10 Answers Right: COULD LEARN MORE to become best prepared to avoid or manage sexual abuse
0-7 Answers Right: COULD LEARN A LOT MORE to become best prepared to avoid or manage sexual abuse

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Lesson 3

Reduce the Risk of Sexual Abuse

Goal: To provide students with essential information on how to avoid or manage sexual abuse.

Materials: Chalkboard, chalk, pens, one copy for each student of the "Reduce the Risk of Sexual Abuse" handout, one community resource guide for each student (the resource guide is a list of free/low cost resources in your community that offer self-defense training, sexual abuse counseling, support groups, shelter, crisis help, etc; a thorough list of this information is often readily available through one of the agencies listed above.)

1. ▲ **Inform** the students that sexual abuse issues are believed to affect 1 in 3 girls. **Inform** the class that they will be learning how to best avoid or manage sexual abuse. **Ask** the students to name the types of sexual abuse that occur, and **elicit** answers such as incest, rape, date rape, sexual harassment and verbal harassment. (Much more general and gentle terms such as "hurting you" can be used with younger students.) **Write** the students' answers on the blackboard, then **ask** the class members to discuss the meaning of each term, and the seriousness of the problem.

2. ▲ **Ask** the students to identify if girls are ever "at fault" for sexual abuse. **Permit** the class members to express any opinions they wish. **Assist** the students to determine that girls are never to blame for sexual abuse but that girls may be able to reduce their risk in some situations by taking precautions to stay safe. **Distribute** the pens and the copies of the "Reduce the Risk of Sexual Abuse" handout to the students and **ask** the students to complete the form. **Ask** the class members to discuss the completed form. In the discussion, **ask** each student to identify modifications she could personally make to reduce her risk and **emphasize** the following points:

- *Yes, it is unfair that girls may have to modify their behavior in order to increase their chances of staying safe.*
- *No one can force you to modify your behavior to reduce the risk; it's up to you.*
- *Which do you prefer? Modifying your behavior to reduce the risk or possibly having to cope with being harmed.*
- *Preventative methods just reduce the risk; they are not guarantees of safety.*
- *There is nothing inherently wrong with provocative dress such as wearing a skimpy bathing suit or very short skirt, however these behaviors can raise the risk. Were it not for the risk, the choice of that clothing might not be a big concern.*
- *You have the right to be safe. You may have to work to preserve that right however.*
- *Find a trustworthy adult to help you if you have been harmed, or fear harm.*

3. ▲ **Distribute** the resource guide to the students and **review** it with them. **Ask** the students to select resources they could use to avoid or manage sexual abuse. **Emphasize** the importance of seeking needed help from adults before or after harm has occurred.

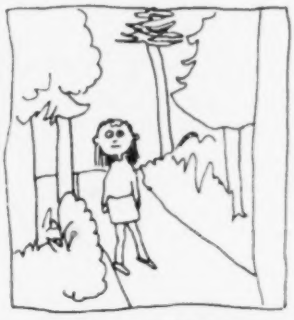
4. ▲ **Review the major points of this lesson:**

- **Sexual abuse may affect 1 in 3 girls. Sexual abuse includes problems such as incest, rape, date rape, sexual and verbal harassment.**
- **Girls are never to blame for sexual abuse but girls may be able to reduce their risk in some situations by taking precautions to stay safe. It can seem very unfair that anyone should have to alter their conduct to improve their chances of staying safe.**
- **No one can force you to modify your behavior to reduce the risk. It's up to you but you may decide to so rather than increase your risk of having to cope with being harmed.**
- **Preventative methods just reduce the risk; they are not guarantees of safety.**
- **You have the right to be safe. You may have to work to preserve that right however.**
- **Find a trustworthy adult to help you if you have been harmed, or fear harm.**

Reduce the Risk of Sexual Abuse

Sexual abuse is never the girls' fault-- ever. But there are some steps you can take that can reduce the risk in some situations. It is not at all fair that girls and women should have to alter their actions to increase their chances of staying safe, but however unfair, these alterations may help you reduce the likelihood being hurt. In each cartoon below, determine which actions can most reduce the risk of harm. Rate each action with a "+" sign if you feel the behavior could increase the risk of sexual abuse; use a "-" sign to show that the action may reduce the risk. Remember even actions that reduce the risk are not a guarantee of safety.

__ Wear a longer skirt-- or pants
__ Wear a very short skirt
__ Wear a very short, tight skirt



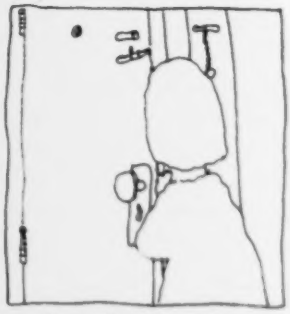
__ Walk in isolated areas
__ Walk in populated areas
__ Walk with friends

__ Ride the bus
__ Ride with friends and family
__ Ride with strangers

__ Go out with anyone who asks
__ Go out with a group
__ Go out to well-lit, public areas

__ Talk to people you know
__ Talk to people who talk to you
__ Talk to everyone you see

__ Take any candy you can get
__ Take only really good candy
__ Take things from people you know



__ Open the door whenever the doorbell rings
__ Open the door only to people you know
__ Open the door then say "Oops, should of looked!"

__ Go to parties with friends
__ Go to every party you can
__ Go to parties and leave with strangers

__ Wear the tiniest bathing suit you can find
__ Wear your bathing suit everywhere
__ Wear something over your bathing suit

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Lesson 4

What You Can Do When There's Incest in the Family

Goal: To provide students with essential information on what they can do to cope with incest.

Materials: Chalkboard, chalk, one copy for each student of incest survivor resources (assemble a list of community resources such as counselors, shelters, crisis lines, rape support centers, support groups, etc.)

1. ▲ **Inform** the students that sexual abuse issues are believed to affect 1 in 3 girls. **Ask** the class to guess what percentage of sexual abuse victims are actually incest victims, i.e. sexually abused by a family member or person who is an authority in the family system such as mom's boyfriend or a baby sitter. **Inform** the students that 50-90% of sexual abuse is believed to be incest so even though it is a seldom-discussed subject, it is a major issue for many girls. **Ask** the students to identify why incest is such a hard subject to talk about, and **discuss** their responses. **Inform** the class that they will be addressing incest even though it can be hard to talk about because so many girls have to cope with it.

2. ▲ **Ask** the students to identify if girls usually tell others about being incested, and **assist** the class members to determine that incest is often kept secret out of shame, to preserve the family, or for other reasons. **Assist** the students to identify the kinds of problems young incest victims may face and **list** answers such as "very scared" and "blame self." **List** these problems on the blackboard and **discuss** with the class, emphasizing that whatever reaction a victim has is understandable but she may need to seek out adult help from a parent, counselor, teacher or clergy member to cope with it.

3. ▲ **Ask** the students to identify options for incest victims. **Distribute** the resource lists to the students and **ask** the students to identify potential sources of help they could use if they were having to cope with incest. **Assist** the class members to determine that the problems created by incest usually linger even after the incest has stopped; help is often needed to best cope. **Offer** students the opportunity to approach the instructor outside of class for additional help.

4. ▲ **Review the major points of this lesson:**

- **1 in 3 girls may be sexually abused. An estimated 50-90% of those who are sexually abused, are actually incest victims. Incest means sexual abuse by a family member or person who is an authority in the family system such as mom's boyfriend or a baby sitter.**
- **Incest is often kept secret but whether it's secret or not, the victim often may face a wide array of problems that she may need help to cope with and manage.**
- **There is often help for girls who face incest, but the girl usually must seek out the help in order to get it.**
- **The problems created by the incest usually linger even after the incest has stopped; help is often needed to best cope.**

Lesson 5

Does a Girl Need a Guy Like A Fish Needs a Bicycle?

Goal: To assist adolescent females to reconsider the often accepted premise that "a girl is nothing without a guy."

Materials: Chalkboard, chalk, pens, writing paper, one copy for each student of "Does a Girl Need a Guy Like a Fish Needs a Bicycle?

1. ▲ **Inform** the students that they will be discussing "girls' issues." **Ask** the students to identify the adult females they most admire and **write** these names in a column on the board. **Ask** the students to identify how many of these admired women are impressive only because of their boyfriend or husband. **Assist** the students to determine that their admired female adults are considered admirable because of their own actions not because they are involved with a man. **Ask** the students to consider how often a teen girl's worth is based not on the girl's actions but on her relationship to a male. **Assist** the students to note that often the girl herself is among those most likely to rate her worth based on her involvement with a male.

2. ▲ **Distribute** the paper and pens. **Ask** the students to write down all the goals and hopes they have in life for the future. **Ask** the students to circle all the items that require a husband or partner. **Assist** the class members to determine that most of their goals do not require a husband or partner, although a husband or partner could be an asset.

3. ▲ **Distribute** the "Does a Girl Need a Guy Like a Fish Needs a Bicycle?" handout to the students, and **ask** them to complete it. **Discuss** the completed forms with the class, **assisting** the students to consider that while having a husband, boyfriend or partner can be a wonderful asset, it is not a pre-requisite to becoming a vital, worthy, valuable person because a female's most important contributions are generally her own actions.

▲ **Write** on the board the following two phrases and **discuss** with the class: "Without a man, I'm nothing" and "A girl needs a guy like a fish needs a bicycle." **Assist** the class members to discover that they may want to find the "middle ground" between the positions reflected by those two statements.

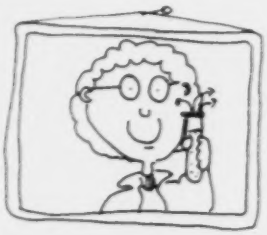
4. ▲ **Review the major points of this lesson:**

- **Some people may feel that a girl's worth is based on her relationship to a male. The girl herself may often believe that.**
- **Most girls' goals do not require a husband or partner.**
- **While having a husband, boyfriend or partner can be a wonderful asset, it is not required in order to be a vital, worthy, valuable person.**

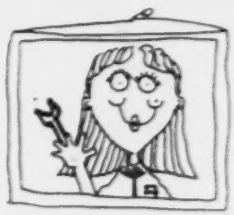
Does a Girl Need a Guy Like a Fish Needs a Bicycle?

Look below at some accomplished girls and women. Rate their accomplishments. Place a star next to their *most important* accomplishments.

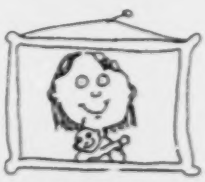
Mrs. Annetolli
Grandma
Immigrated to U.S. as child
Taught herself to speak English
Finished high school at age 63
Married Grandpa



Dr. Margaret Czvarek
Scientist
Working to find cure for a fatal disease
Raising a child as a single parent
Once married to a great-looking person
Helped start a shelter for homeless kids



Kyra Carlson
Business Owner
Started successful car repair shop
Is a highly skilled mechanic
Earns lots of money
Dating a cute guy



Mrs. Shapiro
Housewife
Volunteers with burn victims at a hospital
Has rich husband
Raising three children
Donates a lot of money to charity

Meagan Chang
Skater
Qualified for a big tournament
Has 5 skating medals
Going steady with cutest guy in school
Made honor roll all last year

Ms. Randall
School Secretary
Runs school office
Is a community leader
Dates only very cute people
Keeps school running smoothly

Mrs. Sanchez
Neighbor
Married Mr. Sanchez
Manages a large business
Rescued a child from a fire
Raised 4 children and foster children

Ms. Downy-Greene
Mom
Successfully raising 2 kids alone
Finishing college
Was married to Dad
Manages a large office

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Lesson 6

So You Wanna Have a Baby?

Goal: To convincingly assist adolescent females to objectively appraise the realities of teen parenting.

Materials: Chalkboard, chalk, pens, one copy for each student of the "Are You Sure A Baby is...What You Really Want?" Quiz, plus an altered copy of the quiz for each student (to create the altered set of quizzes, block out the "Are You Sure A Baby is..." portion of the title and all of the scoring section. The students will first receive the altered quiz and not realize that it is about teen parenting.)

1. ▲ **Distribute** the altered copies of the "...What You Really Want" Quiz to the students and **ask** them to complete it. After the students have completed the quiz, **ask** them to share their results and comments; normally most participants will list "false" as the answer to most/all questions. **Encourage** the students to express their distaste for the items listed.

2. ▲ **Act** startled and surprised, then **inform** the students that apparently a couple of key words were "accidently" left off the quiz. **Distribute** the "real" copy of the quiz, "Are You Sure A Baby is...What You Really Want?" and **ask** the students to use the second quiz to score their answers to the first. **Ask** the students not to change their original answers. **Ask** the students to reconsider the quiz questions as relates to teen parenting. **Include** in the discussion, the comments shown below:

1. One of the top risk factors for lifetime poverty is becoming a teen mom.
2. Babies will wake their parents as much as every several hours all day every day.
3. Teen mothers are at high risk of ending up dependent on parents or the government in order to live.
4. Teen mothers are at high risk of needing welfare, and for long periods of time.
5. Teen mothers are at high risk of dropping out. Drop-outs earn half of what grads earn.
6. Being a teen mom is a top risk factor for facing lifetime poverty.
7. Children of teen parents are at high risk of growing up in poverty.
8. A teen mom is very likely to earn less than women who do not become teen parents.
9. Many children wear diapers for 2 to 3 years.
10. Being a parent often includes cleaning up human waste.
11. Being the parent of a child often includes your kids yelling and griping at you.
12. Kids can cry, moan, hassle and complain non-stop, all while being non-compliant.
13. Parents of young children give up their freedom for years at a time.
14. Parents of babies lug a stroller, feeding equipment, diaper bags, and more.
15. Parents of babies say "good-bye" to free time, "extra" money, relaxing, clean clothes and the color white.

3. ▲ **Ask** the students to consider their scores as a basis for evaluating their fitness for parenting. **Ask** each student to share their results with the group. At the end of the discussion, **assist** the class to humorously determine who should be awarded the titles of "Most Utterly Unready to be a Parent" and "Should Consider Total Abstinence for the Next Ten Decades."

4. ▲ **Review the major points of this lesson:**

• Studies have shown that becoming a teen parent often leads to dependency on welfare, and lifetime of poverty for both mom and offspring.

• Teen mothers quite often drop out of school and consequently will earn less money throughout their lifetimes than their peers who did not become teen parents.

• Being a parent means an end to uninterrupted sleep, and a continuing involvement with human waste.

• Being a parent means giving up free time and spending money in exchange for being griped at a lot by a person who won't do what you ask a lot of the time.

• Being a parent of a baby requires lots of lugging, moving and heavy lifting along with dragging bags of supplies.

*Are You Sure A Baby is...*What You Really Want?

Here's a quick quiz that can help you figure out more of what you do and don't want for your future. Answer these with "True" or "False." When I'm on my own...

1. I do not want to have enough money to live comfortably.
   TRUE FALSE

2. I like to be woken up frequently at night while I'm sleeping.
   TRUE FALSE

3. I like to have to depend on others for money-- and hope I can somehow scrape together enough money to survive.
   TRUE FALSE

4. I want to live on welfare, assuming that welfare will continue to even exist.
   TRUE FALSE

5. I want to be a high school drop-out who may have trouble finding and keeping work.
   TRUE FALSE

6. I want to live in poverty.
   TRUE FALSE

7. I want any children I have to live in poverty.
   TRUE FALSE

8. I want to have less money than almost everybody else.
   TRUE FALSE

9. I really like dirty, smelly, stinky things.
   TRUE FALSE

10. I don't mind having to spend a lot of time dealing with urine, feces, vomit and blood.
    TRUE FALSE

11. I want to be yelled and griped at.
    TRUE FALSE

12. I like constantly being around people who cry, moan, hassle and complain, and don't do as asked.
    TRUE FALSE

13. I don't want to be able to come and go as I please.
    TRUE FALSE

14. I don't mind lugging lots of bags and equipment with me everywhere I go.
    TRUE FALSE

15. I want to give up nearly all my free time.
    TRUE FALSE

SCORE: If you checked "True" **14-15 Times:** Might be ready to be a parent
11-13 Times: You should wait a few years **0-10 Times:** How about a puppy instead?

Lesson 7

Baby Makes It Better?

Goal: To convincingly assist adolescent females to objectively appraise the realities of teen parenting.

Materials: Chalkboard, chalk, one folded copy for each student of "Who Else Wants to Earn $329,940?" (Fold each copy below the word "warning" so that students can not read beyond that line), one 10 lb. sack of flour for each student.

1. ▲ Instruct the students not to unfold or read the folded section of the paper that they are about to be given. **Distribute** the folded copies of "Who Else Wants to Earn $329,940?" to the students. **Ask** the students to discuss the flyer, then **ask** the class members to speculate on what the "warning" is on the second half of the flyer. **Inform** the students that one group is particularly unlikely to be able to take advantage of this offer. **Ask** the students to identify this group. **Ask** the students to unfold the flyer and read it. **Discuss** the class member's reactions, and **assist** the class to identify that teen parents often face lifetimes of poverty.

2. ▲ Inform the students that they will be further considering the positive and negative aspects of teen parenting. **Distribute** the sacks of flour to the students and **inform** them that they will be sampling teen parenting by caring for their new "baby" sacks of flour. **Ask** the students to identify the care that must be provided to the (flour) "babies", and **elicit** responses such as "can't leave unattended at any time" and "must keep the baby properly clothed." **Set** a time period for the students to care for their babies; a week is a good minimum. **Alert** parents, peers and others not to readily "baby sit" the "babies," and to charge and collect the baby sitting fees customary in your area. **Ask** parents or others to simulate the "baby" awakening early, in the middle of the night or failing to sleep at all. **Ask** other adults to note the care provided the "baby" and to summon the "authorities" as necessary. Unattended "babies" can be kidnapped, turned over to the police or simply disappear. "Babies" that have their paper sack damaged or broken are considered to have been seriously injured. "Babies" must be properly clothed, securely placed in infant-safe settings, and properly situated in car child seats, etc. at all times or face the consequences a real child could.

3. ▲ At the end of the designated time period for the flour sack experiment, **ask** the students to discuss the results. **Ask** each student to share their results with the group. **Discuss** the critical differences between being an unprepared "parent" to a flour sack "baby" vs. the consequences of being unprepared to care for a real baby. As appropriate, **allow** students to give gently humorous awards to each other to acknowledge their lack of readiness to parent. Awards can include titles such as "Abstinence Can Be Forever," "Don't Even Think About It," and "Not Now, Maybe Not Ever."

4. ▲ Review the major points of this lesson:

- **Studies show that teen parents are far more likely to face a lifetime of poverty than their peers. Since teen parents are more likely to drop out of school, teen parents often earn $329,940 less than their peers, about half what their peers make.**
- **Being a parent is a hard job and the consequences of not doing a good job can be very real and frightening.**

Who Else Wants to Earn $329,940?

Anyone Can Do It!! Here's How!!

FINISH SCHOOL

$$** The Tassel is Worth the Hassle **$$

People with a DIPLOMA or GED earn $1100 per month on average
That's $329,940 MORE in your lifetime than a drop-out will earn
DROP-OUTS earn half of grads: $500 per month on average

WARNING!!

This offer may be restricted for certain groups. Instead, we offer our:

LIFETIME OF POVERTY

...especially offered to teen parents. Why teen parents? Well, although you may not know it, studies clearly show that teen moms are among the most likely to live in poverty, and go on welfare. They're the least likely to get off welfare. And, many teen parents quit school so throughout their lives, they may earn much, much less than their peers. So, instead of $329, 940, teen parents can consider some very special benefits like welfare, food stamps and unemployment.

Poverty or Prosperity?
It's your life. You decide which is for you.

Data based on the 1990 U.S. Census
Adapted from a flyer from Virgie Jaquess, Crockett H.S., Tigrett, TN

Lesson 8

If a Baby is the Answer, What's the Question?

Goal: To convincingly assist adolescent females to objectively appraise the realities of teen parenting.

Materials: Chalkboard, chalk, pens, one copy for each student of "What Would You Do About This...", several former teen parents who are now young adults and are willingly to honestly discuss the realities of teen parenting.

1. ▲ **Distribute** the copies of "What Would You Do About This..." to the students, and **ask** them to complete it, then discuss it. **Assist** the class to develop a master list of the top solutions to the issues listed on the handout; **note** these items on the blackboard.

2. ▲ **Ask** the students if they recognize anything unusual about the items listed on the handout sheet. If the students do not identify the commonality, **inform** the class that the unusual thing about the items is that these are the most common reasons teens give for having babies. **Ask** the students to note that "have a baby" was never suggested/seldom suggested as a good solution by either individual class members or the group as a whole. **Ask** the students to consider if having a child is a good solution to the issues listed on the handout. **Aid** the class to determine that having a baby will not solve, but could worsen the concerns. **Write** on the board and **discuss** with the class: *If a baby is the answer, what was the question?*

3. ▲ **Introduce** the former teen parents and assist the guests to briefly detail their reactions to being teen parents. **Assist** the students to ask probing questions on such areas as the impact of pregnancy on a young girls' body; finances; child care; dating or marriage issues; difficulties caring and raising children; availability of free time; sleep and health; mistakes made; regrets; and what they would do if they could "do it over."

4. ▲ **Review the major points of this lesson:**

- **Having a baby is not the best way to solve problems like feeling lonely, unimportant, neglected, empty, or wanting something to care about.**
- **Being a parent is a hard job and the consequences of not doing a good job can be very real and frightening.**

What Would You Do About This...

List out the best solutions to the following problems.

Feeling unloved

_____

_____

_____

Feeling lonely

_____

_____

_____

Feeling unimportant

_____

_____

_____

Feeling empty inside

_____

_____

_____

Wanting someone or something to care about

_____

_____

_____

Lesson 9

A Sexually Transmitted Disease Could Never Happen to Me!

Goal: To convincingly demonstrate to sexually active (or potentially sexually active) adolescent females that they will not be able to "magically" defy the odds and avoid contracting a sexually transmitted disease despite engaging in high risk behaviors; to graphically and powerfully demonstrate the serious consequences of contracting an STD.

Materials: Chalkboard, chalk, a hat or other container, pens, slips of paper (make enough slips so that each student can get one to three slips; mark several slips with notations such as "you now have HIV", "you have gonorrhea"-- to be technically correct, contact your local health department to ascertain the frequency of each disease in your community and create the amount of slips that reflect the actual frequency in your locale; mark several other slips "multiple partners-- draw again.")

1. ▲ **Ask** the students to explain what is an STD (sexually transmitted disease). **Elicit** answers such as AIDS and **list** on the board. **Ask** the class to discuss what each disease involves and the likelihood that a sexually active girl could contract the disease. **Allow** students to state that they do not feel at risk of the disease even though they engage in the behaviors normally associated with risk.

2. ▲ **Ask** the students to consider the probability of catching an STD. **Inform** the students that to illustrate how easily a sexually active teen can contract an STD, the class will conduct a brief experiment using slips of paper. **Place** the slips of paper in a hat, and **ask** the students to each draw one slip. Some students will discover that their sexual partner has had multiple partners, and they must draw an additional slip. **Direct** the students to continue to draw one slip at a time until all the slips are gone, then **ask** the class members to reveal who caught what. **Direct** each student who caught an STD, to write the name of that disease on all their blank slips and then return their slips to the hat. **Direct** all the remaining students to return their slips to the hat. **Repeat** the process of drawing slips until all/most students have caught at least one STD. **Discuss** with the class that this experiment is a small version of what can really happen.

3. ▲ **Ask** the students to collect the slips of paper and to write on the back of each slip one common outcome of the disease listed. **Include** outcomes such as death, infertility, pain, etc. then **assist** the students to return the slips of paper to the hat and repeat the experiment a final time until all the slips are gone. **Ask** each group member to share the outcome they drew, then **ask** that student to indicate if they would want to really have to endure that type of experience. **Discuss** with the class members specific steps they can take to avoid contracting STDs and experiencing potentially serious and life-threatening consequences.

4. ▲ **Review the major points of this lesson:**

- **STDs are sexually transmitted diseases such as AIDS.**
- **Teens may believe that even though they engage in high-risk behavior that they will somehow defy the odds and not catch the disease. Regardless of what you believe, you have not been granted special powers to defy the laws of nature, and can easily catch an STD if you engage in risky behaviors.**
- **The consequences of STDs are often serious, even fatal.**

Lesson 10

Fortunately, The Laws of Nature Don't Apply to Me

Goal: To assist students to more objectively appraise the realities of high risk behaviors such as unprotected sexual activity.

Materials: Chalkboard, chalk.

1. ▲ **Inform** the students that they will be learning about risk-taking behavior. **Ask** the students to identify risk-taking behaviors, and **elicit** answers such as "unprotected sexual activity," and "driving while intoxicated." **Ask** the students to discuss if they believe that they will really have to face the consequences of risk-taking such as becoming pregnant or contracting AIDS via unprotected sexual activity-- or do they feel that may be able to "squeak by" and "beat the odds". **Allow** students to indicate that they feel that they can "beat the odds."

2. ▲ **Inform** the students that scientists determine the odds involved with each high-risk behavior by counting which consequences really do happen--that's objective, scientific data. **Ask** the students who believe that they may beat the odds, to offer objective, scientific evidence that they will be the one person who can engage in high risk behaviors without facing the normal consequences. **Ask** the students to also provide evidence of how and why they have been spared from facing the odds. **Write** on the blackboard and discuss: *If there was a way to "beat the odds", wouldn't someone else have figured it out by now?"*

3. ▲ **Inform** the students that they will be further examining their ability to beat the odds by playing a game called "You Bet Your Life." **Read** the instructions aloud to the students: *Each student will get a turn. When it is your turn, your job is to defy the laws of nature by naming a way to "beat the odds" and break the law without receiving the usual consequence. There will be two trials.* For the first trial, **select** questions from the following list and **ask** the selected student to demonstrate (or provide a detailed, realistic account) of how they could break the law of nature without facing the customary results: *1. Break the law of gravity by keeping a pen in the air for 5 minutes. 2. Break the laws of time by turning back the clock an hour. 3. Break physiological laws by lifting up a car 6 feet. 4. Break physiological laws by growing 3 inches taller right now. 5. Break the laws of weather by creating a tornado now. 6. Break laws of intelligence by immediately learning another language. 7. Break the laws of time by immediately aging five years. 8. Break the laws of time by changing day to night. 9. Break the laws of speed by running a mile in a minute. 10. Break the laws of gravity by flying around the room. 11. Break the laws of time by going back in time to the year 1990. 12. Break physiological laws by jumping 20 feet high. 13. Break the laws of space by making a book fit inside a pencil. 14. Break the laws of physiology by eating 20 big meals a day and still lose weight. 15. Break the laws of speed by running all the way around the building three times in just five seconds.* **Discuss** the first trial with the students and **assist** the class to conclude that they are unable to break scientific laws.

▲ **Inform** the students that they will begin Trial 2 using "human" topics rather than scientific ones, but otherwise the game is played the same. For the second trial, select questions from the following list and **ask** the selected student to demonstrate (or provide a detailed, realistic account) of how they could defy the odds without facing the customary results; if a student still claims to be able to beat the odds yet can not provide scientific substantiation, **ask** the student if they would "bet their life on it?": *1. Driving drunk 2. Binging and purging 3. Unprotected sexual activity 4. Daredevil activities 5. Poor or unsafe self-care 6. Long periods of not eating 7. Substance abuse 8. Domestic violence 9. Illegal activities 10. Promiscuity, prostitution 11. Running away, hitchhiking 12. Inattention to, or serious disregard for personal safety.* **Discuss** with the class that most people are unable to beat the odds either in the area of science or their personal lives.

4. ▲ **Review the major points of this lesson:**

• There's no evidence that you can engage in high risk behavior without consequence.

• The laws of nature apply to all of us. You can't defy the odds on getting pregnant, being in a car accident, or catching AIDS any more than you can defy the laws of gravity, time, speed, physiology or nature.

Lesson 11

Spot Abuse and Harassment Before They Happen

Goal: To assist female students to anticipate and best avoid or moderate physical, verbal or sexual abuse or harassment.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the students to discuss what the following terms mean: verbal, physical and sexual harassment. **Ask** the students to discuss their experiences with, and knowledge of verbal, physical and sexual harassment. **Encourage** students to express anger, discomfort or any other reactions they have.

2. ▲ **Inform** the students that they can sometimes reduce the frequency, intensity or duration of abuse and harassment by anticipating and avoiding it. **Ask** the students to identify common situations when they could potentially anticipate and avoid abuse and harassment. **Elicit** answers that could offer good preventative strategies to avoid problems such as "stay away from the back of the cafeteria where a lot of guys hang out", "stay in a group", or "wear less revealing clothes". **List** the students' responses in a column on the board and **label** the list as "Steps to Prevent Abuse". **Ask** each student to indicate which strategies she could use, and when and how she could begin to use them. **Acknowledge** that it may seem unfair that girls must alter their behavior to avoid abuse and harassment.

3. ▲ **Inform** the students that even if they take preventative measures such as avoiding certain places or moderating their dress, they may still have problems with harassment or abuse. **Ask** the class to develop strategies to use when preventative measures fail. **List** these answers on the board, and **label** this column "Steps to Stop Abuse." **Elicit** answers such as "get adult help" and "say 'no'". **Ask** each student to indicate which strategies she could use, and when and how she could begin to use them. **Discuss** where and how students can obtain counseling and further assistance if needed. **Emphasize** to the group that all people have the right to live without abuse and harassment; you may need to work to preserve that right.

4. ▲ **Review the major points of this lesson:**

- **Verbal, physical or sexual harassment and abuse can happen in almost any environment. Many girls strongly dislike enduring this type of behavior.**
- **You can sometimes anticipate and avoid or minimize abuse or harassment.**
- **Preventative measures will not ensure that you can avoid abuse and harassment, but there are steps you can take to attempt to stop the problem behaviors you do encounter.**
- **There are usually resources in your area that can help you cope with serious abuse and harassment.**
- **All people have the right to live without abuse and harassment; you may need to work to preserve that right.**

Give the Boot to Problem Hands

Goal: To assist female students to anticipate and best avoid unwanted physical contact from peers.

Materials: Chalkboard, chalk, pens, one copy for each student of "Do You Know How to Say 'Stop!' So Everybody Hears It?", a large playground black top or parking lot area and chalk (a large floor area and masking tape can be substituted). Using chalk on the outdoor surface or masking tape on the indoor surface, draw three concentric circles. Make the first circle about 2 feet in diameter; the second circle about 8 feet in diameter and the third circle about 20 feet in diameter.

1. ▲ **Ask** the students to discuss if they ever have problems with peers-- perhaps especially opposite-gender peers-- touching them when they'd prefer to not be touched. **Emphasize** to students that they have the right to live without enduring unwanted physical contacted from peers. **Ask** the students to discuss how they respond to unwelcome touching by peers, and to identify the effectiveness of these approaches.

2. ▲ **Distribute** the copies of "Do You Know How to Say 'Stop!' So Everybody Hears It?" to the students and **ask** them to complete it. **Discuss** the completed handouts with the class, **assisting** the students to understand that they must respond to unwelcome touching in clear, assertive, unequivocal ways. **Assist** the students to gently offer each other feedback on any problem behaviors they use when saying "stop" to problem touchers.

3. ▲ **Inform** the students that they will be practicing powerfully saying "stop" to unwanted physical contact. **Assist** the students to move to the playground blacktop, parking lot or indoor floor area. **Show** the three circles to the students and **explain** the circles as follows: *The small inner circle is your "Safe Circle" where you should have complete control over who is allowed in it. The middle circle is the "Slow Down Circle" that problem people should not be allowed to even get into at all-- if possible. The largest circle is the "Stop Circle", which is the faraway place to stop problem touchers before they get closer.* **Ask** a student to role-play an aggressive toucher while the instructor **portrays** a potential victim standing in the innermost circle. **Demonstrate** to the class, the importance of anticipating and stopping abuse very early, while the aggressor is still in the Stop Circle. **Model** loudly and repeatedly saying "Stop" as early as possible without giggling, uncertainty, hesitancy, etc. **Model** preventative strategies potential victims could use while the victimizer is in or approaching the Stop Circle; these approaches include methods such as leaving the area, issuing a warning, moving nearer adults or moving to a more public area. Next, **direct** the victimizer to enter the "Slow Down" Circle, and then assertively **issue** warnings or more aggressively **use** some of the steps suggested earlier. Finally, **model** using the same approaches in an even stronger, firmer, more insistent manner when the victimizer is directed to role-play entering the Safe Circle. **Ask** each student to take a turn as the potential victim, using effective interventions to manage a victimizer in each of the three circles. **Debrief** each students' turn with the class. **Discuss** with the class members how they could use these strategies in the actual or potential situations they may encounter with problem touchers.

4. ▲ **Review the major points of this lesson:**

- **You have the right to live without enduring unwanted physical contact from peers. You may have to take action in order to preserve this right.**
- **The best time to prevent unwelcome touching is when the person is still in the "Stop Circle," about 20 feet away from you. You can leave the area, issue a warning, move near adults, move to a more public area or use other strategies.**
- **If the victimizer enters the "Slow Down" Circle, you may want to assertively issue warnings or consider using some of the steps suggested earlier, but now these strategies should be used in a more forceful manner.**
- **If a victimizer enters your "Safe Circle", you may need to repeat your actions or select other interventions and then use them in a far more aggressive, firm and insistent manner.**

Do You Know How To Say "Stop!" So Everybody Hears It?

Here are some girls saying "Stop"-- or are they? Below each picture, write the actual message that people may be hearing.

STOP! Tee hee! STOP! Giggle!
WHY are you doing that?
I SHOULD tell him to STOP
Kill, Kill Kill, Kill, Kill, Kill!
Gotta go. See you LATER
Yeah, sure, uh huh... uh— right...
I WISH this JERK would just STOP!
You're a JERK! Bozo!
STOP, OK. STOP, OK. STOP, OK.
I WISH he'd STOP
Hey, Baby! Cutie Pie, KISS ME!

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Lesson 13

What's a Girl Gonna Do?

Goal: To assist students to develop a safe and prudent plan to access adult help if they develop serious problems such as unplanned pregnancy, domestic violence, sexual abuse or harassment.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the students to identify the worst problems girls can face. **Elicit** answers such as unplanned pregnancy, domestic violence and sexual abuse, and **write** these answers in a column on the board. **Ask** the students to identify some of the typical ways a frightened, young girl might manage these issues. **Elicit** answers such as "tell no one" or "do nothing", and **list** these responses on the board. **Discuss** the responses with the class.

2. ▲ **Ask** the students to rate the effectiveness of the approaches listed on the board using grades, and **place** a grade by each item as determined by the class. **Discuss** the completed list with the class, **assisting** the students to see that some strategies could lead to serious, perhaps fatal results.

3. ▲ **Ask** the students to develop a guideline that a scared girl could follow to best manage a serious problem. **Assist** the students to review the items on the board and to develop a guideline such as "find a trusted adult as quickly as you can, then quickly ask them to help you."

▲ After the group has established a guideline, **ask** the class members to recall incidents when a girl had serious problem and used a problematic response. **Caution** the students not to use recognizable people, but that events from TV, movies or books can be used along with unidentifiable real-life incidents. **Ask** the students to improve the results described in each incident by applying the class's guideline and imagining the new, perhaps less problematic finish to the incident.

4. ▲ **Review the major points of this lesson:**

- **Girls can encounter frightening problems such as unplanned pregnancy, sexual abuse or harassment.**
- **Many of the responses a girl might use to manage a serious problem can lead to serious consequences.**
- **A good guideline for a girl with a big problem is for her to find a trusted adult as quickly as possible, and immediately ask for help.**

Lesson 14

What to Do So It Won't Happen to You

Goal: To assist female adolescents to anticipate and avoid date rape, sexual harassment or coerced sexual activity.

Materials: Chalkboard, chalk, paper, pens, felt tip pens, pencils, magazines, scissors and other art supplies.

1. ▲ **Ask** the students to identify the worst things that can happen on a date, at a party or social event. **Elicit** answers such as date rape, sexual assault, physical abuse, and coercion to become involved in sexual activity. **List** the class members' responses on the board, and **discuss** the students' reactions to these problem occurrences. **Discuss** how a girl could seek and obtain help to manage one of these problems if she did encounter it.

2. ▲ **Ask** the students to identify the kinds of places, people, and things that are often involved in the problematic behaviors listed. **List** these responses on the board, and **elicit** answers such as "alcohol", "drugs", and "a parked car in an isolated area." **Discuss** the list with the class, **assisting** the students to recognize that by watching out for the items shown, a girl may be able to best avoid becoming involved in upsetting problems such as date rape, abuse, etc. **Assist** the class to recognize that while problems such as date rape are never the girl's fault, a girl can best avoid encountering this type of problem by carefully avoiding situations where the problem is most likely to occur. **Emphasize** that taking preventative steps such as not using alcohol on a date, will not ensure that the problem will not happen, however these steps may reduce the likelihood.

3. ▲ **Distribute** the art supplies to the students. **Ask** the students to develop poster ads for other female students that show how to best avoid becoming involved in the problems listed on the board. **Ask** each student to select a problem area such as date rape, and to develop a poster ad that instructs and convinces girls to avoid the situations that can contribute to date rape happening. For example, a poster might show a couple alone in a car, late at night in an isolated area, and the text of the poster might suggest that double dating would be better. **Ask** the students to display and explain their completed projects, then **post** the signs in the classroom or elsewhere.

4. ▲ **Review the major points of this lesson:**

- **Girls can face serious problems when they become involved in parties, dating or other social activities. These problems can include date rape, sexual assault and harassment.**
- **Certain circumstances can be related to the occurrence of problems such as harassment, sexual assault and date rape. While problems such as date rape are never the girl's fault, some behaviors such as using alcohol can increase the likelihood that a problem could occur.**
- **Taking preventative steps such as avoiding alcohol will not guarantee that problems such as date rape won't occur, however these steps will reduce the chances.**

Lesson 15

Staying Safe, Starting Now

Goal: To assist female students to best ensure their own physical safety.

Materials: Chalkboard; chalk; items of clothing that an "aggressive stranger" might wear, perhaps an oversized coat, dark gloves and a face-obscuring hat; one copy for each student of "What's Wrong With This Picture?"

1. ▲ Without explanation or warning, **begin** a role-play with the instructor portraying an aggressive stranger attempting to coerce one of the students into his vehicle. The instructor should **wear** the garb of an aggressive stranger. **Conduct** the role-play in a careful, somewhat humorous, not-too-frightening manner, but in a way that still gets the students' attention and captures some of the seriousness of such an frightening event. **Discuss** the role-play with the class, then **inform** the students that they will be learning some strategies to best ensure their safety.

2. ▲ **Distribute** the copies of "What's Wrong With This Picture?" to the students and **ask** the class to identify and discuss all the safety problems pictured. **Assist** the students to discuss what they would recommend to the girls pictured on the handout: being safe or perhaps sorry.

3. ▲ **Write** on the board the following phrases: "In the Community" and "At Home". **Ask** the students to list all the safety tips they can think of to stay safe at home and in the community. **List** these responses under the appropriate heading in columns on the board, and **elicit** answers such as "lock doors" and "don't ride with strangers." **Discuss** the completed list with the class, **assisting** the students to identify which safety tips they personally need to consider following. **Assist** the students to offer each other feedback regarding which safety tips each young person most needs to start following. **Discuss** with the class when should they start using these safety tips, and **assist** them to recognize that they must start now or possibly face the consequences now.

4. ▲ **Review the major points of this lesson:**

- **Girls can face serious dangers in both the community and at home unless they pay careful attention to their own safety.**
- **Girls who are inattentive to their safety may be at greater risk of encountering frightening or dangerous situations.**
- **Taking preventative steps such as locking doors and windows, avoiding strangers and avoiding isolated areas, can help reduce, but not eliminate, a girls' risk of facing dangerous and frightening situations.**
- **Now is the time to start more carefully ensuring your own safety or else you may have to face the consequences now.**

What's Wrong With This Picture?

Are these girls more likely to end up SAFE or SORRY? While it may not be fair for a girl to have to change her behavior in order to the lessen the danger posed by others, what would you recommend?

I'm RUNNING AWAY forever!
LOVERS LEAP
Gee, I hardly know you! Maybe we shouldn't be here ALL ALONE!
What's your name?... Sure, I'll walk in the woods with you...
I don't normally drink alcohol
STC
I'll SKIP SCHOOL and hang out downtown
Can I borrow a quarter?
Thanks for the ride, Mister!
Thanks for the GUM Mister
WOW! AFTER HER!!
I live OVER THERE

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Lesson 16

BloNDs r so sTuPId-- and Other Bogus Beliefs About Girls

Goal: To assist female students to debunk negative or limiting gender stereotypes about girls and women.

Materials: Chalkboard, chalk, pens, one copy for each student of "Mrs. Ripley's Believe It--Not!".

1. ▲ Distribute the copies of "Mrs. Ripley's Believe It--Not!" to the students, then **discuss** the cartoons with the class. **Ask** the students to share their feelings about the cartoons, and to indicate if they ever encounter people who hold these beliefs. **Ask** the class members to identify other common stereotypes of girls and women, and **write** their responses on the board. **Discuss** if it is possible to make such sweeping generalizations about any group whether it be females, or "all tall people", "all Californians", "all Irish", or "all blue-eyed people". **Assist** the students to determine that sweeping generalizations about large groups of people are frequently inaccurate.

2. ▲ Ask the students to consider how to objectively evaluate the worth of females by **identifying** which factors should be considered. **Assist** the students to identify factors such as "intelligence", "competence" and "dedication." **List** the students' answers in a column on the blackboard, and **discuss.**

3. ▲ Ask the students to revise the cartoons on "Mrs. Ripley's Believe It--Not!" so that the statements are based on more on objective facts instead of prejudice. For example, "All blondes are so dumb!" could be revised to "*Some* blondes are so dumb and *some* blondes are so smart!" **Write** the revisions on the board and **discuss** with the class; **include** the following points in the discussion:

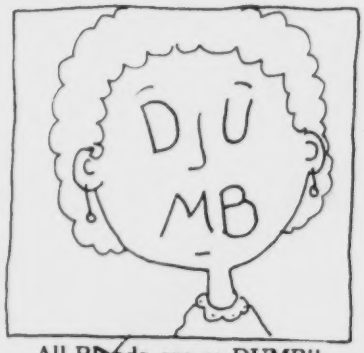
- Girls may come to believe negative stereotypes of them.
- Girls may "live down" to the negative stereotypes others have of them.
- Girls may not even attempt some activities that are stereotypically considered "male" and "not for girls".

4. ▲ Review the major points of this lesson:

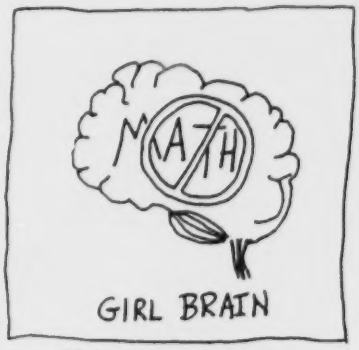
- **Sweeping generalizations about large groups of people, such as girls and women, are frequently inaccurate.**
- **People are more accurately judged individually rather than as a big group, and based on personal qualities such as intelligence, competence and dedication.**
- **Girls may come to believe negative stereotypes, sometimes "living down" to the beliefs others have of them. Girls may not even attempt some activities that are stereotypically considered "male".**

Mrs. Ripley's Believe It--Not!"

STRANGE and perhaps UNTRUE beliefs about girls and women.



All ~~Blonds~~ are so DUMB!!
~~Blonds~~ ~~Blakes~~ yellow-haired people

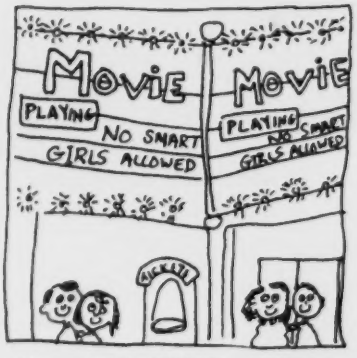


Girls can't do MATH!

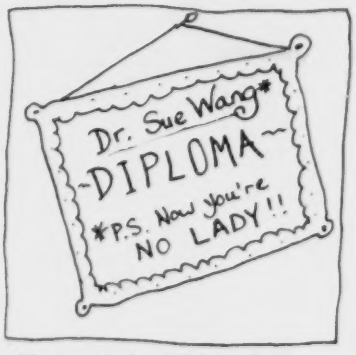
Girls go to college just to get an MRS. degree

Girls are so WEAK!

Girls are either SMART or PRETTY-- not both



Smart girls CAN'T get dates



You can't be SUCCESSFUL and still be a LADY

There's some jobs that women CAN'T do

Women NEED men to take care of them

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Lesson 17

You Don't Have to Say Y-E-S to S-E-X

Note: This lesson addresses the subject of sexual activity among youth. All required parental or administrative approvals should be obtained before using this lesson. This lesson is intended to provide students the chance to sample some of the grown-up consequences that they can face if they choose to be sexually active. Make adjustments to the lesson content as needed to conform to school/ agency policies and to best ensure student safety.

Goal: To assist female adolescents to more thoroughly consider abstinence from sexual activity, or become prepared to properly safeguard themselves if they won't abstain.

Materials: Chalkboard, chalk, a hat or other container, slips of paper (Make enough slips so each girl gets one. Some slips should say "Abstained: no harm done", while other slips should have statements such as the following: "Had unprotected sex just once: you are now 4 months pregnant", "Had protected sex: still caught AIDS", "Had sex with boyfriend: the 'whole school' heard him brag about it", "Had sex with boyfriend: he left me when he found out I was pregnant".

1. ▲ **Inform** the students that they will be discussing the pressures that can be placed on girls to become sexually active. **Offer** the students the chance to vent their feelings about adults attempting to "regulate" or influence their sexual conduct. **Empathize** with the students' concerns but **stress** that this class is to meant only to address the choices girls have, and is not intended to make value judgements that students must do for themselves or with their families. Once the students have vented any resistance they may have to discussing this topic, **ask** the students to identify specific types of pressures that can cause girls to feel pushed into sexual activity. **Discuss** how girls can feel when facing the pressure, and the likely results that can occur.

2. ▲ **Ask** the students to identify the options available to girls who are facing pressure to become sexually active. **List** the students' responses in a column on the board. **Elicit** answers such as "say 'no'", "say 'not now'", and "say 'yes'". **Ask** the students to list the most likely consequences of each action, and in a second column on the board, **list** the consequences across from each item, then **discuss. Assist** the students to determine that sexual activity involves far greater risk while abstinence is safer.

3. ▲ **Ask** the students to consider if they are ready to face the potential consequences of sexual activity from the emotional to health concerns, or would they be more likely to just "hope" that they could somehow avoid having to deal with the worst consequences that could occur. To help the students understand how serious the consequences can be, **ask** the students to each draw one of the slips of paper from the hat, and then write their best friend (or whomever they choose) a letter as though it was 1 year later and to describe what had happened in that one year. For example, a girl that drew a slip that said "Had unprotected sex: caught AIDS", might describe her problems with the disease; a student who drew a slip that said "Abstained: no harm done", could write about her upcoming year imagining all the good things that happened. **Assist** the students to compare and contrast the letters of the girls who abstained versus those who did not. **Ask** the students to consider if sexual activity is worth the risk.

▲ **Discuss** with the students the information that they must have if they do elect to be sexually active. **Include** in the discussion, topics such as contraception, protection from sexually transmitted diseases, how to cope with unplanned pregnancies and sexually transmitted diseases, and how to manage the major emotional and social problems the girl may encounter.

4. ▲ **Review the major points of this lesson:**

- **Girls can encounter a lot of pressure to become sexually active.**
- **Abstinence from sexual activity will pose far fewer risks to your health, and emotional and physical well-being.**
- **Most teens are ill-prepared to face the potential consequences of sexual activity, and instead "hope" that they can somehow avoid the worst consequences. That hope doesn't stop the consequences from happening.**

Teen S-E-X Can Spell Big Problems

Note: This lesson addresses the subject of sexual activity among youth. All required parental or administrative approvals should be obtained before using this lesson. This lesson is intended to provide students with the chance to sample some of the grown-up consequences that they can face if they choose to be sexually active. Make adjustments to the lesson content as needed to conform to school/agency policies and to best ensure student safety.

Goal: To assist adolescent students to more thoroughly consider abstinence from sexual activity, and to more realistically appraise the seriousness and frequency of the potential consequences of sexual activity.

Materials: Chalkboard, chalk, a set of dice.

1. ▲ **Ask** the students to list adult activities that they presently feel ill-prepared to do, and **elicit** answers such as "buy a house", "be the mayor" and "raise a family". **Label** the list "Activities Best Left for Adults". **Discuss** the completed list with the class and **ask** why students often feel unready to manage many adult activities but make "an exception" for sexual activity. **Assist** the students to consider that the potential consequences of sexual activity can be very difficult for adults to manage, and may be especially challenging for young people to cope with.

2. ▲ **Ask** the students to list the possible negative consequences that sexually active people can face. **Elicit** answers such as "catch AIDS", "cope with unplanned pregnancy" and "manage emotional turmoil". **List** the students' responses in a column on the board and **label** this list "Actions Sexually Active Kids May Have to Do Today". **Compare** the first list to the second list, and **assist** the students to note that many of the items on the second list also appear on the first list. **Ask** the students to explain how they will instantly become ready to manage the activities that they previously labeled as difficult for teens to do. **Assist** the class to consider that sexually active youth may face substantial adult-sized challenges if they ultimately have to face some of the more serious consequences of sexual activity.

3. ▲ **Ask** the students to discuss if they believe that they could avoid all or most of the potential consequences of sexual activity. **Ask** class members who believe that they could evade consequences, to detail the specific ways that they know they could "beat the odds" of encountering consequences such as unplanned pregnancy, emotional or social problems, AIDS or other sexually transmitted diseases. **Ask** students to demonstrate their remarkable ability to "break laws of nature" by "beating the odds" in other areas such as defying gravity by staying mid-air for a minute, or, defying the odds by rolling seven's repeatedly with dice. **Assist** the students to recognize that they do not have a special ability to break selected "laws of nature", and that they will face the same risk of consequences as everyone else. **Assist** the class to consider that abstinence involves no hazards but sexually activity will pose enormous physical, emotional and social risks that no one can be assured of avoiding.

4. ▲ **Review the major points of this lesson:**

- **Like buying a house, being the mayor or running a household, the potential consequences of sexual activity involve complicated, difficult issues that adults may have serious trouble managing and that teens are usually particularly unprepared for.**
- **Abstinence from sexual activity poses no risks to you.**
- **No one has a special ability to break selected "laws of nature". Sexually active teens face the same risk of serious consequences as everyone else.**

Lesson 19

When Someone Who Loves You, Hits You

Goal: To assist adolescent girls to acquire a basic understanding of how to identify and manage domestic violence.

Materials: Chalkboard, chalk, several local phone books.

1. ▲ **Ask** the students to define the term "domestic violence" and **assist** the students to develop a definition similar to the following: *Physical, emotional or verbal harm, or threats of harm, between family members or persons involved in domestic or partnership relationships.* **Ask** the students to identify how domestic violence commonly occurs. **Assist** the students to identify that commonly domestic violence involves a male husband or boyfriend harming, or threatening harm, to a female wife or girlfriend, and/or offspring, although other kinds of domestic violence such as mutual battering where people batter each other, can also occur.

2. ▲ **Ask** the students to identify what female victims of domestic violence may commonly say, think and do after a battering or threat of battering. **Elicit** answers such as "threaten to leave, but still stay" or "convince herself that she deserved it." **List** the students' responses in a column on the board and **label** this list "What a Victim May Say, Think and Do". **Ask** the students to discuss the accuracy of each statement and the likely consequences of that belief. **List** the likely consequences in a second column that corresponds to the first, and **label** the second column, "Possible Consequences." **Include** the following points in the discussion of the completed lists:

- The batterer may seem so sorry afterwards. Do batterers mean to be so violent? *(Batters don't mean to hit like alcoholics don't mean to drink. Intent may be irrelevant as their behavior is so often out of control.)*
- Do people ever deserve to be assaulted physically or verbally? *(Never.)*
- Are many violent people able to significantly change their behavior on their own? *(Help is almost always needed.)*
- When a violent person apologizes and promises to change, are they usually able to do that? *(No, expect many broken promises.)*
- Are victims of domestic violence usually able to limit the amount of physical and emotional harm done to them and to their offspring? *(No, many women and children can face serious physical and emotional scars, even death. Battering should always be considered serious.)*
- The batterer says it will get better. Will it? *(No, it seldom gets better and often gets worse.)*

3. ▲ **Ask** the students to identify the best ways to manage domestic violence. **Ask** class members to identify the specific steps victims can take to cope with domestic violence, and **aid** the students to determine that help must be obtained immediately. **Distribute** the phone books, and **assist** the class to identify and discuss local social service resources for domestic violence victims. **Discuss** with the students the details of how and when to contact the police, a shelter, crisis service, the court system, clergy, etc. **Offer** to discuss the issue of domestic violence further with students individually after class.

4. ▲ **Review the major points of this lesson:**

- **Domestic violence can be defined as physical, emotional or verbal harm, or threats of harm, between family members or persons involved in domestic or partnership relationships. Hitting, threatening to hurt, or screaming obscenities at a girlfriend, are all examples of domestic violence.**
- **Domestic violence is never deserved. It is always a serious concern, that sometimes can be fatal. Battering seldom stops without outside intervention. Batterers can have as much difficulty controlling their fists as alcoholics can have controlling their drinking.**
- **Every incident of domestic violence is serious. When faced with domestic violence, help should be sought immediately.**

Lesson 20

You've Come a Long Way, Baby!

Goal: To assist girls to develop career and life goals independent of negative gender stereotypes.

Materials: Chalkboard, chalk, art supplies such as paper, pens, magazines, scissors, tape, glue, felt-tip pens, crayons, paint, poster board.

1. ▲ **Ask** the students to identify jobs, attire, sports, pastimes, hobbies, roles and tasks that in the distant or not-so-distant past, women and girls were either not allowed or encouraged to do. **Elicit** responses such as "wear pants", "vote", "be a mechanic", "be a senator", "have short hair", "play contact sports", "excel in math", and "be in the military". **List** the students' responses on the board, and **discuss**.

2. ▲ **Ask** the students to identify which of the items on the list, girls and women currently do successfully. **Circle** these items on the board. **Assist** the students to understand that although cultural mores may make some jobs, tasks, pastimes and sports seem "off-limits", over time, many of the beliefs behind these limitations have eroded as women successfully perform the once-taboo tasks. **Ask** the students to identify jobs, attire, sports, pastimes, hobbies, roles and tasks that women and girls are currently prohibited from, or discouraged from doing. **List** the responses on the board and **assist** the students to identify if each of the currently restricted areas reflect actual limitations or culturally based mores that may erode in time. **Assist** the students to identify things they would like to do despite current cultural mores to the contrary, and **assist** the class members to determine how they could actually achieve these goals.

3. ▲ **Distribute** the art supplies to the students and **ask** them to create posters of themselves successfully attaining whatever job, career, or goal they hold for the future. **Display** and **discuss** the completed posters. **Include** the following point in the discussion : *a girl can achieve nearly any goal she chooses despite the reality that her goal is not readily accessible or available to females.*

4. ▲ **Review the major points of this lesson:**

- **In the past, girls and women were not allowed to pursue some of the jobs, attire, sports, pastimes, hobbies, roles and tasks they may have wished to consider. In the past, women have been discouraged or even prohibited from such now-everyday events as voting, becoming a mechanic, having short hair or wearing pants.**
- **Although cultural mores may make some jobs, tasks, pastimes and sports "off-limits" to females, over time, many of the beliefs behind these limitations erode as women successfully perform once-taboo tasks. This process will likely happen with many of the areas currently viewed as "off-limits" to girls and women.**
- **A girl can still achieve nearly any goal she chooses even thought her goal may not be readily accessible or available to females.**

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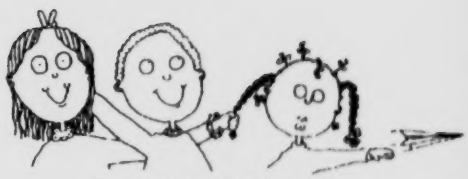

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